
Intermediate Low: Students at intermediate low proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors.

Intermediate High: Students at intermediate high proficiency are able to function well in most everyday situations but still have difficulty with academic language. They may have difficulty understanding text beyond the literal level. They often make errors in structure and idiomatic language.

Advanced: Students at the advanced level of proficiency can handle most personal, social and academic language though they still may make occasional errors in idiom and structure. They may have difficulty with complicated literary and academic texts and may still need to use a dictionary when the language and context are unfamiliar.

Superior: Students at the superior level are no longer limited English proficient and in most cases function like a native speaker. However, they may still have interference from their first language and may have difficulty understanding nuance and tailoring writing to a variety of audiences.

Please note: Students often develop proficiency in different levels at different rates. Therefore, they are frequently at different levels of proficiency across the different skills.

Objectives

Under each goal, there are a series of objectives at each grade or grade cluster for each of the 6 levels of proficiency. These objectives are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student. The objectives at the Superior level reflect what all students are expected to know and be able to do in English language arts at each specific grade and are linked directly to the *English Language Arts Standard Course of Study*.
